

**WOODMONT HIGH**  
150 Woodmont School Road  
Piedmont, South Carolina 29673

**GRADES** 9-12 High School

**ENROLLMENT** 935 Students

**PRINCIPAL** Jeannie B. Monson 864-299-8300

**SUPERINTENDENT** Dr. William E. Harner 864-241-3456

**BOARD CHAIR** Tommie E. Reece 864-271-3619

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

AVERAGE

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	18	5	0	0

#### IMPROVEMENT RATING:

GOOD

#### ADEQUATE YEARLY PROGRESS:

N/A

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Good	N/A
<b>2002</b>	Average	Excellent	N/A
<b>2003</b>	Average	Good	N/A
<b>2004</b>			

**TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Passed all 3 subtests</b>	65.0	54.9	61.1	67.8	63.8	65.7
<b>Passed 2 subtests</b>	16.1	20.5	21.4	16.6	17.9	17.9
<b>Passed 1 subtest</b>	12.2	14.7	11.1	9.5	11.4	10.0
<b>Passed no subtests</b>	6.7	9.8	6.4	6.0	6.9	5.9

**PERFORMANCE BY STUDENT GROUPS**

	<b>Exit Exam Passage Rate by Spring 2003</b>		<b>Eligibility for LIFE Scholarships*</b>		<b>Graduation Rate</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
<b>All Students</b>	158	94.9	151	5.3	181	69.1
<b>Gender</b>						
Male	81	93.8	79	3.8	99	58.6
Female	77	96.1	72	6.9	82	81.7
<b>Race or Ethnic Group</b>						
African American	40	85.0	40	0.0	57	45.6
Hispanic	2	I/S	3	I/S	3	I/S
White	116	98.3	108	7.4	121	79.3
Other	N/A	N/A	0	N/A	0	N/A
<b>Disability Status</b>						
Non-speech disabilities	19	84.2	8	0.0	23	34.8
Students without disabilities	139	96.4	143	5.6	158	74.1
<b>Migrant Status</b>						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	10	80.0	151	5.3	0	N/A
<b>English Proficiency</b>						
Limited English proficient	N/A	N/A	0	N/A	0	N/A
Non-LEP	154	94.8	151	5.3	181	69.1
<b>Lunch Status</b>						
Subsidized meals	26	92.3	32	3.1	39	46.2
Full-pay meals	132	95.5	119	5.9	142	75.4

n = number of students on which percentage is calculated

**ELIGIBILITY FOR LIFE SCHOLARSHIPS**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	5.3	10.7
<b>Seniors who met the SAT requirement</b>	5.3	11.4
<b>Seniors who met the grade point average</b>	53.0	52.4

\*Using only the SAT and grade point average requirements

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 935)				
Retention rate	8.2%	Down from 13.9%	8.1%	7.3%
Attendance rate	93.3%	Down from 93.8%	95.4%	95.5%
Eligible for gifted and talented	3.5%	Up from 0.0%	7.3%	5.1%
With disabilities other than speech	17.0%	Up from 16.0%	11.8%	12.2%
Older than usual for grade	13.0%	Down from 13.4%	10.2%	10.1%
Suspended or expelled	6.0%	Up from 3.0%	3.5%	2.3%
Enrolled in AP/IB programs	22.8%	N/A	N/A	10.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Annual dropout rate	9.0%	Up from 5.9%	3.1%	2.7%
Career/technology students in co-curricular organizations	4.9%	Up from 4.4%	4.6%	3.2%
Enrollment in career/technology center courses	361	Down from 404	464	433
Students participating in worked-based experiences	0.0%	No change	26.6%	26.3%
Career/technology students mastering core competencies	73.8%	Down from 79.0%	76.5%	74.9%
Career/technology completers placed	100.0%	No change	99.7%	99.5%

Teachers (n= 55)				
Teachers with advanced degrees	40.0%	Up from 35.2%	48.4%	51.7%
Continuing contract teachers	80.0%	Up from 77.8%	81.8%	81.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	79.8%	Up from 79.7%	86.0%	85.1%
Teacher attendance rate	98.6%	Down from 98.8%	96.1%	95.8%
Average teacher salary	\$37,816	Up 2.9%	\$40,385	\$40,303
Prof. development days/teacher	5.0 days	Down from 5.4 days	10.8 days	10.3 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	3.0
Student-teacher ratio	31.4 to 1	Up from 30.0 to 1	28.3 to 1	26.2 to 1
Prime instructional time	90.8%	Down from 91.4%	90.5%	90.1%
Dollars spent per pupil*	\$4,822	Up 6.5%	\$6,416	\$6,279
Percent spent on teacher salaries*	57.6%	Down from 58.3%	57.6%	57.8%
Opportunities in the arts	Good	Down from Excellent	Excellent	Excellent
Parents attending conferences	99.0%	Up from 64.3%	87.8%	87.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Woodmont High School is committed to providing educational experiences that prepare its students to be productive citizens of the 21st Century. Our school motto, *Scientia est Potentia* (Knowledge Is Power), serves as a constant reminder of our mission to prepare students for the challenges of adulthood.

In order to assist our students in becoming productive citizens and equip them for survival "in the real world," we have set forth a mission to prepare our students to do one or more of the following: go to a college of their choice, enter a technical school, or go into the workforce with the training and/or life skills needed to make a productive living. To help students reach their potential and goals, the faculty and staff continue to set high expectations for the students they teach as well as themselves.

To prepare our students, we must first prepare ourselves. Teachers and administrators participate in on-going professional and career development to aid in understanding curriculum trends and changes. The following curriculum and instructional changes are to take place beginning the 2003-2004 school year:

Implement the "High Schools that Work" curriculum model. (The objective of the HSTW curriculum is to increase overall student achievement in low performing students, by preparing them for completing post secondary work and to raise standards in career and technical education.)

Offer International Baccalaureate Organization classes for the Diploma Programme (Grades 11-12) and the Middle Years Programme (Grades 6-10) (Tentative based on approval or denial to become an IBO school decision to be made in July of 2003.)

Focus on "Teaching Literacy in All Content Areas."  
Start the "9th Grade Academy."

Fully implement Baldrige tools in all classrooms. (Based on The Baldrige Continuous Improvement Model.)

Change from 4x4 block schedule to a seven period day. (This will increase overall instructional time for students.)

Increase percentage of students who attend the writing lab. (Implemented 2002-2003.)

Incorporate the "backward design" model for planning lessons. (This design focuses on 'beginning with the end in mind' when planning instruction and assessment for students.)

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

In addition to the many changes taking place at Woodmont, final decisions have been made concerning the new building. A completion date is set for March 2005.

	Teachers	Students	Parents
<b>Number of surveys returned</b>	46	95	5
<b>Percent satisfied with learning environment</b>	83.7%	73.7%	I/S
<b>Percent satisfied with social and physical environment</b>	75.6%	68.1%	I/S

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.